

Table 1-2

Changes in NAEP mathematics and science score gaps between selected groups of students in grades 4 and 8: 1990–2011

Score gap between selected groups of students	Change in score gap		
	Grade 4 mathematics	Grade 8 mathematics	Grade 8 science
	1990–2011	1990–2011	2009–11 ^a
Males and females	≈	≈	≈
Whites and blacks	↓	≈	↓
White males and black males	↓	≈	↓
White females and black females	↓	≈	≈
Whites and Hispanics ^b	≈	≈	↓
White males and Hispanic males	≈	≈	↓
White females and Hispanic females	≈	≈	↓
Students from low-income families and those from other families ^c	≈	≈	≈
Low-performing students and high-performing students ^d	↓	≈	↓
Public school students and private school students	≈	≈	≈

≈ = no change; ↓ = decrease.

NAEP = National Assessment of Educational Progress.

^a Changes in science score gaps for grade 8 are presented only for 2009–11 because prior assessments were not comparable with those in or after 2009.

^b Hispanic may be any race.

^c Information on student eligibility for subsidized lunch program, a measure of family poverty, was first collected in 1996. Changes in mathematics score gaps in 1990–2011 columns cover 1996–2011.

^d Gap between students who scored at the 10th and 90th percentiles.

NOTE: From 1996 on, students were allowed to use testing accommodations.

SOURCE: National Science Foundation, National Center for Science and Engineering Statistics, special tabulations (2012) of NAEP 1990, 1996, and 2011 mathematics assessments and of NAEP 2009 and 2011 science assessments, National Center for Education Statistics. See appendix tables 1-2 and 1-4.

Science and Engineering Indicators 2014